

ESOL Sample Activities*

Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences

ESOL Pre-Literacy

FUNCTION 1: Gives essential personal information

Supporting Grammar/Vocabulary	Family	
	Speaking:	Students say ages of family members.
	Listening/ Writing:	Classmates write corresponding numerical symbol and family relationship vocabulary.
	Reading:	Students match numerical symbols with written names of family members, each of which are listed in columns.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 2: Introduces; greets; takes leave

Supporting Grammar/Vocabulary	Community
<p>Present tense <i>to be</i> in affirmative/negative</p> <p>Preposition <i>from</i></p>	<p>Speaking: Students role play introducing a friend at a party. Give friend's name and country. Friend responds appropriately to the introduction. Students take friendly leave of one another as new person is introduced to others at party.</p>
<p>Vocabulary: Idioms: <i>Nice to meet you. See you later</i></p>	<p>Writing: Teacher writes names and countries/cities of students in class. Students copy names and countries/cities from board.</p>
<p>Pronunciation: Contraction: <i>I'm, he's she's</i></p> <p>Intonation of Wh- (<i>who, what, when, where, why, how, how many, how much</i>) and yes/no questions</p> <p>Sentential stress: <i>Nice to meet you.</i> <i>Nice to meet you, too.</i></p>	<p>Listening/ Reading: Teacher creates statements from the dialogue students create. Students listen and circle names of persons and countries/cities.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 3: Gives/follows basic classroom directions and instructions

Supporting Grammar/Vocabulary Commands Prepositions Vocabulary: <i>first, then, next, etc.</i>	Workplace
	Listening: Students respond to multi-step procedures for turning off a computer.
	Speaking: Students work in pairs and tell each other how to turn off the computer.
	Writing: Students write a “pass down” (note) to the person on the next shift about how to turn off the computer.
	Reading: Students read each other’s “pass downs” and turn off their computers by following the instructions.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ESOL I

FUNCTION 1: Describes objects, people, places, and routines

Supporting Grammar/Vocabulary	Family
Present tense	Speaking: Students describe daily routines. "I get up at 8:00 and I take a shower. I drink two cups of coffee before work."
Pronouns	Writing: Students write routines described above.
Noun/adjective order	Listening: Students circle picture of task being described.
Prepositions	Reading: Students sequence a scrambled strip story of a classmate's daily routine.
Vocabulary: <i>every day, never, always, sometimes</i>	

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 2: Applies classroom management language (e.g., “How do you spell...?”, “Please repeat that,” “Is this correct?”)

Supporting Grammar/Vocabulary	Workplace
Present tense in affirmative/negative.	Writing: In pairs, students create a brief phone message to be communicated to a co-worker.
Questioning in affirmative	Reading: Students pair up with new partner. Pairs exchange written phone messages and read for comprehension, asking clarification questions from partner/teacher.
Vocabulary: Modals <i>can, could</i>	Speaking/Listening: Students pair up with another new partner and simulate a phone conversation.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 3: Expresses obligations, wants, feelings, and likes/dislikes

Supporting Grammar/Vocabulary	Community
Present tense in affirmative/negative	Writing: Students develop and write a list of needs that could possibly be met by classmates.
Questioning in affirmative/negative	Reading: Students read their list of needs aloud.
Adjectives: <i>sad, happy, etc.</i>	Speaking: Students formulate questions to find out who can help them meet each need.
Vocabulary: <i>feel, want to, have to, need to, prefer, like/dislike, because, can't stand</i>	Listening: Students listen to questions from other students to see if they can meet their needs.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 4: Expresses ability/inability

Supporting Grammar/Vocabulary Wh- and yes/no questions Conjunctions: <i>but, and</i> Vocabulary: <i>can, know how to</i> in affirmative/negative	Family
	Speaking: Students practice asking/answering about activities they can/cannot do. Question: Do you know how to ride a bike? Answer: Yes. Can you swim?
	Writing: Students graph their abilities in form of grid or Venn diagram.
	Listening: Teacher reads statements about student's abilities based on the graph in front of class. Students respond with true/false answers.
	Reading: Students read sentences such as "_____ can drive a truck, but he doesn't know how to play soccer." Students interview classmates to match the person with the written statement.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 5: Asks for/grants permission

Supporting Grammar/Vocabulary	Family
<p>Questioning in affirmative/negative</p> <p>Present tense</p> <p>Future tense</p> <p>Vocabulary: <i>may, can, allowed to, would you mind</i> in affirmative/negative</p>	<p>Speaking: Students practice dialogues between child and parent: A: Mom, can I stay over night at ____'s house? B: You know you're not allowed to on a school night. A: How about Saturday? B: I'll think about it.</p>
	<p>Writing: Students make a list of family rules they have.</p> <p>Students write a family story about their parents' rules when the students were children.</p>
	<p>Reading: Students read aloud each other's family rules.</p>
	<p>Listening: Students have to decide who wrote the list that is being read.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 6: Cautions; warns

Supporting Grammar/Vocabulary Commands Modals: <i>must, have to</i> Vocabulary: <i>be careful not to..., don't, watch out, make sure you...</i>	Workplace	
	Speaking:	Students look at pictures of worksites and role play making safety recommendations to workers at the worksites.
	Writing:	Students write warnings that will be read to other students.
	Reading:	Students read warnings to one another and match them to pictures.
	Listening:	Students listen to teacher reading warnings and match them to pictures.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 7: Gives expanded personal information

Supporting Grammar/Vocabulary	Community	
	Speaking:	Students role play responding to questions about personal information at a social service agency.
	Listening:	Students write personal information on a grid. Teacher reads statements based on the grid about students' personal information. Students listen while viewing the grid and mark true or false for each statement.
	Writing/ Reading:	Students read and fill out forms with name, address, marital status, zip code, phone, date of birth, social security #, and similar information.

Present tense *to be* in affirmative/negative

Questioning in affirmative/negative

Numbers

Possessives

Vocabulary: *also, age, married, single, divorced*

Pronunciation:

Contractions: *isn't, I'm, aren't, what's*

Intonation of Wh- and yes/no questions

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ESOL II

FUNCTION 1: Clarifies; checks/indicates understanding

Supporting Grammar/Vocabulary	Community
<p><i>Yes/no</i> questions</p> <p>Modals <i>can, could, would</i> in affirmative/negative</p> <p>Past Tense</p> <p>Pronunciation: Intonational patterns appropriate to yes/no questions and/or Wh- questions</p>	<p>Speaking: Student gives oral presentation on a topic related to community (crime, health, transportation).</p> <p>Student follows presentation by asking clarification questions ("Did you understand me?" "What wasn't clear?" "Do you have any questions?").</p>
	<p>Listening: Classmates show comprehension by answering the questions from the presenter and asking for clarification ("Can you repeat the part about...?" "I didn't understand...").</p>
	<p>Writing: Student presenter writes questions for the group about the presentation prior to speaking.</p>
	<p>Reading: Students read the presenter's questions and answer them in oral or written form.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 2: States similarities/differences

Supporting Grammar/Vocabulary Comparatives and superlatives (<i>safe, safer, safest</i>) or joined construction (<i>more, less, most</i>) Irregular adjectives: <i>good, better, best/bad, worse, worst</i> Wh- questions: “... <i>difference between</i> ...” “... <i>like better</i> ...”	Community
	Speaking: Students practice questions and answers about various aspects of life in the United States versus life in their native countries. What do you like better about living in the United States than in your native country? What do you like better about living in your native country than in the United States?
	Writing: Students write sentences comparing their hometowns to the city they live in now.
	Reading: Students read their sentences out loud to the group.
	Listening: Students listen to sentences and try to guess where a student is from.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 3: Makes excuses; apologizes/forgives

Supporting Grammar/Vocabulary Past tense: <i>I didn't mean to. It was my fault.</i> Future tense: <i>I'll never do it again. It won't happen again.</i> Modal in past: <i>could</i> Vocabulary: <i>sorry, mean to, fault</i>	Family
	Speaking: Students role play apologizing to a family member. A: I'm sorry. I ate the rest of your cake. I thought it was for me. B: That's okay, but please ask me first next time.
	Listening: Students hear a series of apologies and excuses (e.g., Maria couldn't go to work today because...) which they match with the corresponding picture.
	Writing: Students write a letter to family members apologizing and asking for forgiveness for a past offense.
	Reading: Students read each other's letters and make corrections and suggestions.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 4: Complains

Supporting Grammar/Vocabulary	Workplace
Present tense Adverbs of frequency: <i>always, never...</i> Past tenses	Speaking: Students take turns complaining about working conditions. Q: What are some problems where you work? A: I only work 6 hours a week. B: I work 10 hours and don't get overtime.
	Listening: Next, students brainstorm as a large group a list of working conditions that need to be improved. Students take turns going to the board to write down the complaints contributed by classmates.
	Writing: Based on the concerns generated above, students write a letter of complaint to a supervisor.
	Reading: Students read each other's letters.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 5: Agrees/disagrees

Supporting Grammar/Vocabulary	Workplace
Present tense in affirmative/negative Yes/no questions	Reading: Students read a short passage about rules and responsibilities for workers (e.g., creating rules for the classroom).
Vocabulary: <i>think, because, either/neither, too, so</i>	Speaking: Students discuss why they agree or disagree with the rules.
	Writing/ Listening: Students in groups write their own classroom rules which they read aloud to classmates. Discussion continues until a final version of classroom rules is agreed upon.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 6: Invites; accepts/declines invitations

Supporting Grammar/Vocabulary	Family
Simple Future tense. Comparative & Superlative structures	Reading: Teacher brings samples of wedding invitations which students compare.

Modals *Can, Could Would*

Vocabulary: Idioms (e.g., *RSVP*)
Other words relating to marriage & weddings

Revised July 2000

	Speaking/ Listening:	Students role play inviting or responding to a bachelor(ette) party invitation. Students discuss different wedding customs.
	Writing:	Students accept/decline a wedding invitation, adding a personal note to standard RSVP enclosure.

*** Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 7: Describes events, problems and situations

Supporting Grammar/Vocabulary	Workplace
Past tense	Speaking: Students verbally report an on-the-job accident to a supervisor.
Past progressive	
Yes/no questions	Listening/ Writing: Students listen to and write up the accident report based on student's verbal information.
Clarification questions	
Pronunciation: /ed/, /t/, /d/ for past tense verbs	Reading: Another student reads the student's written report and then verbally reports to the class the situation. Accuracy is checked by comparing it to the contents of the original report.

*** Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ESOL III

FUNCTION 1: Describes hypothetical problems and situations

Supporting Grammar/Vocabulary	Workplace
Present conditional (<i>If...will</i>)	Writing: Students generate a list of problem scenarios encountered at work.
Present perfect and present progressive	Speaking/ Reading: Students read problems and pose possible solutions for each one.
Modal, <i>could, would, should</i>	Listening/ Speaking: Class prioritizes solutions from most to least effective.
Clarification questions	

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 2: Asks for/gives advice and suggestions

Supporting Grammar/Vocabulary	Family
Yes/no and Wh- questions	Speaking: Students sit in a circle with a small group of classmates and describe a problem in their family. At the end they ask, “What should I do?” (Suggestion circle)
Modals: <i>would, should, could, must, might, ought to, had better</i> in affirmative/negative	Listening: Classmates listen, ask clarification questions and then each takes a turn offering advice, for example, “I think you should stay at your mom’s house,” or “You might try...”
	Reading: Classmates each write down a problem and swap with another student.
	Writing: In pairs, students read one another’s situations and provide written advice. Students circulate the problem descriptions, read the advice already given and add something new or agree with one listed.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 3: States intentions, possibilities and probabilities

Supporting Grammar/Vocabulary	Community	
	Speaking:	Students create a phone conversation about making plans for the weekend.
	Listening:	Students answer true and false questions about the phone conversation they had.
	Writing/ Reading:	Students read an unfinished story and make predictions about the ending in oral and written form.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 4: Makes small talk

Supporting Grammar/Vocabulary	Community	
	Speaking:	Students create a dialogue imagining a party setting. A: So, how have you been? I haven't seen you for a while. B: Fine, what have you been up to? A: Oh, same old, same old.
Present perfect affirmative/negative Questions in affirmative/negative Tag questions: <i>You're from Phoenix, aren't you?</i> Vocabulary: <i>ever, never</i>	Listening/ Reading:	Students make inferences about the level of familiarity or comfort between the speakers based on the dialogue they heard or read.

Pronunciation: Contractions: <i>I've</i> (I have), <i>how've</i> (how have) Tag question contractions: <i>aren't you</i> = “arncha”	Writing: Students write sample small talk dialogues for a different situation (e.g., strangers on a bus, an acquaintance at the grocery store).
--	--

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

Function 5: Describes former routines, situations and abilities

Supporting Grammar/Vocabulary	Workplace
Habitual past Present perfect Adverbs of time, <i>before, after, now, when, then</i>	Speaking/ Listening: Class brainstorms a list of technological devices and modern conveniences used in the workplace. Class identifies job “clusters” (related occupations such as construction or office-related jobs). Students form groups according to job clusters.
	Writing/ Reading: Each group narrows down the list of devices/conveniences pertaining to its cluster. Group composes a paragraph comparing how work was done in the past vs. how it is done now.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ESOL IV

FUNCTION 1: Summarizes; reports; informs

Supporting Grammar/Vocabulary	Community
--	------------------

Reported speech	Listening/ Speaking:	Half of the students view a video clip of a crime and report to the rest of the class what happened and what was said.
Embedded questions		
Past tense		
Questions in affirmative/negative	Writing/ Reading:	Half of the students write up a description of the video clip and present it to the rest of the class. The class reads it and watches the clip to verify accuracy.
Adjectives		

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 2: Expresses condolences, sympathy and empathy

Supporting Grammar/Vocabulary	Community
Passive voice	Reading: Students read obituaries in the newspaper.
Past tenses	
Vocabulary: <i>deceased, passed away, passed on, lost, survived by, preceded in death by</i>	Listening: Students listen to obituaries of famous people and guess who they are.

	Speaking: Students create a conversation between friends. One has just lost a brother.
	Writing: Students write a sympathy card to a friend who has lost a loved one.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 3: Expresses certainty, doubt and suspicion

Supporting Grammar/Vocabulary	Community
<p>Past modals in affirmative/negative: <i>must have, has to have, could have</i></p> <p>Future perfect: <i>will have gone</i></p>	<p>Speaking/ Listening: Teacher sets up a scene of a murder that “took place” prior to class. Several students (one of whom is guilty) present their cases to a jury of classmates. The jury hears the evidence and deliberates to decide which one is guilty.</p>

Expressions of certainty or doubt: <i>I doubt that...</i> <i>I bet that...</i> <i>I'm almost positive that...</i>	Writing/Reading: Students write personal stories about a time they or someone they know was robbed, or make up a story about a crime. Students read an article from the paper about a crime that was committed and answer questions about it.
---	--

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 4: Reminds

Supporting Grammar/Vocabulary	Family
Perfect tenses	Speaking: Parents are going away for the weekend. They give their teenage children instructions of chores and things that need to get done. Students role play this situation.
Commands	Writing: Students write notes to their children/house sitter about what needs to be taken care of while they're gone.
Pronunciation: <i>Should've = should of or shoulda</i> <i>Would've = would of or woulda</i>	

	Reading:	Students read a story about a house sitter and everything s/he has done in the past three days.
	Listening:	After reading, students “receive” a phone call from the homeowners who ask questions about the chores they wanted done. They answer according to the story that was read. Owner: Did you remember to water the plants? Sitter: No. I would’ve, but it rained. Owner: How about taking out the recycling? Sitter: Doesn’t that happen tomorrow? Owner: No! You should’ve done it yesterday.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 5: Interrupts

Supporting Grammar/Vocabulary	Workplace	
Past tenses	Reading/ Writing:	Students write down and share instances of pressing problems that they have experienced or heard about at work
Embedded questions		
Tag & negative questions	Speaking/ Listening:	Scenario: students role play interrupting their supervisor to inform him/her of a problem that requires immediate attention.
Expressions of conversation management, “Excuse me”, “I’m sorry, but...”		

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 6: Makes predictions

Supporting Grammar/Vocabulary	Workplace
Present unreal conditional tense (<i>If...would</i>)	
Future perfect and progressive tenses	
Past tense modals	

	<table> <tr> <td data-bbox="1045 181 1220 347">Reading/ Writing:</td><td data-bbox="1220 181 1923 347">Teacher assists students in generating a list of interview questions regarding the future (e.g., “<i>Where do you see yourself in 5 years? What is your greatest weakness and how do you plan to overcome it? If you found, after you took this job, that it wasn’t the right one for you, how would you handle it?</i>”)</td></tr> <tr> <td data-bbox="1045 347 1220 448">Listening/ Speaking:</td><td data-bbox="1220 347 1923 448">Students practice giving and answering interview questions.</td></tr> </table>	Reading/ Writing:	Teacher assists students in generating a list of interview questions regarding the future (e.g., “ <i>Where do you see yourself in 5 years? What is your greatest weakness and how do you plan to overcome it? If you found, after you took this job, that it wasn’t the right one for you, how would you handle it?</i> ”)	Listening/ Speaking:	Students practice giving and answering interview questions.
Reading/ Writing:	Teacher assists students in generating a list of interview questions regarding the future (e.g., “ <i>Where do you see yourself in 5 years? What is your greatest weakness and how do you plan to overcome it? If you found, after you took this job, that it wasn’t the right one for you, how would you handle it?</i> ”)				
Listening/ Speaking:	Students practice giving and answering interview questions.				

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking.**

ESOL V

FUNCTION 1: Expresses an opinion

Supporting Grammar/Vocabulary	Community
--	------------------

Revised July 2000

Present perfect	Writing: Students write a descriptive paragraph of a picture (one of four brought in by teacher)
Present perfect progressive	
Yes/no questions	Speaking/ Reading: One student reads aloud his/her description to the class.
Clarification questions	Listening/ Speaking: The class listens to the description and guesses the correct picture.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking.**

FUNCTION 2: Gives/responds to feedback

Supporting Grammar/Vocabulary	Workplace
--	------------------

Present and past real conditionals Past perfect tense Modals in past	Speaking: Students role play a supervisor talking to a worker about his/her performance. The boss thinks the person is a good worker, but works too slowly. The worker has to respond. (Performance review)
	Listening: Students in other groups listen to the role play and give feedback.
	Writing: Students write feedback to worker as if they were a supervisor.
	Reading: In groups, students read the feedback about their performance.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 3: Persuades; mediates; negotiates

Supporting Grammar/Vocabulary	Community
--	------------------

<p>Negative questions (<i>Why don't you...</i>)</p> <p><i>If...then</i> statements</p> <p>Active listening statements: <i>It sounds like you're saying...</i></p> <p><i>I heard you say...</i></p>	<p>Listening: Teacher reads the class part of a story about a controversy between neighbors (e.g., a barking dog problem) but does not read the ending. Each student predicts his/her own ending to the story.</p>
	<p>Speaking: Students role play a mediation between the two neighbors around the issue of the barking dog. Afterwards, students return to the predictions to compare them to the results of the role play.</p>
	<p>Writing: Students write a story about a conflict they had with another person, but omit how the conflict was resolved.</p>
	<p>Reading: Students read or hear the stories written by their classmates and offer solutions to resolve the conflict. "Have you tried...?" "Why don't you try talking to...?" After solutions are suggested, the author can tell the rest of the story about resolving this conflict.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 4: Expresses regrets

Supporting Grammar/Vocabulary	Family
--	---------------

Past real/unreal conditional: <i>If I'd known, I would have..., If he hadn't been drinking, he wouldn't have...</i>	Speaking: Students view a picture depicting the aftermath of a tragedy or accident and then form questions and answers about it. Q: How could this have been prevented? A: Well, if he hadn't been driving so fast...
Past real/unreal conditional in affirmative/negative questions	Reading/Listening: Students read or listen to a passage about a disaster and then discuss how the events could have been prevented.
Wish: <i>I wish I'd...</i>	Writing: Students write about an accident that they were involved in, describing the accident and expressing regret about it ("I wish I hadn't...").

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

FUNCTION 5: Analyze point of view

Supporting Grammar/Vocabulary	Community
--	------------------

Passive voice Past tenses Vocabulary: <i>deceased, passed away, passed on, lost, survived by, preceded in death by</i>	Reading: Students read obituaries in the newspaper.
	Listening: Students listen to obituaries of famous people and guess who they are.
	Speaking: Students create a conversation between friends. One has just lost a brother.
	Writing: Students write a sympathy card to a friend who has lost a loved one.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**